Guidelines for Papers/Presentations

Students will write five papers and prepare one Powerpoint presentation for this course. Each paper should be related to the book we have just finished reading. Its structure should follow the analytical model described in the handout from Dr. Bradley on analytical writing. Following a peer review, done in class, students will submit the final version to the D2L Dropbox for grading. Please consult the course schedule for exact due dates.

Content:

- Begin with a brief introduction and state your argument clearly and concisely. Underline your thesis statement. A reader should know by the first or second paragraph precisely what your paper is about.
- Base at least part of your analysis on Bradley’s perspective of water policy systems and overarching philosophical models.
- The bulk of your paper should include your analysis of the specific topic. Do not regurgitate the readings point-by-point. This paper is not about re-telling the facts; it is about your analysis and conclusions based on your understanding of the topic. It is OK to be critical and opinionated, if you provide sufficient justification for these views.
- The conclusion of your paper you should relate back to your initial thesis statement by reinforcing your earlier contention. This is a more natural place to relate how your opinions relate to the author’s views.

Paper Guidelines

1. 1st: 3-4 typed pages; others: 4-6 pages. References or images do not count toward this total.
2. 11 point font in Calibri or Times New Roman
3. Space and half line spacing
4. 1 inch margins all around
5. Center and Bold a descriptive Paper Title
6. The header should contain the course (HWR415/515), and your name (as above).
7. The footer should contain the page number and the name of your peer reviewer (as below).
9. All papers must be submitted as a Microsoft Word Document (preferred), Adobe .pdf or MAC .rtf.
10. This paper should be formal and professional in nature, please refrain from using slang or other jargon that does not belong in an academic paper.
11. I expect your papers will reference specific facts from at least one source (no target #, use your best judgment). Use in-line references (author, page) when citing the book under review; use more standard (author, pub.date) for any outside references. A "References Cited" section at the end of your paper should provide a full citation, which most commonly will include: author, title, publication, publisher and publication date. If you found it on the internet, include the URL to it.

12. If you feel that it is necessary to use direct quotes please keep them to a minimum and do not select lengthy ones (no more than two lines). **The most important part of this assignment is that you use your own voice to express your thoughts and analysis in a clear and concise manner.** Your papers will be checked for plagiarism automatically. If you have any questions, consult the style guides at the library web site and the guidelines found under:  http://www.library.arizona.edu/help/tutorials/plagiarism/

**Deadlines + Submitting Papers for a Grade:**

- **Submit a written thesis and rough outline of your topic** for approval on the last day of our in-class review of that book.
- **Bring a draft hardcopy to class the following (Monday/Wednesday) for peer review.**
- **Final papers are due in the appropriate Dropbox by that Friday** (as indicated on the syllabus)

In addition to the grade criteria below, please consult the **Rubric for Written Assignments** for more guidelines as to how the papers will be graded.

**Peer review**

Peer review is a regular part of professional writing in any field. Learning how to deliver, accept and process writing critiques is a critical skill for success. Feedback should address any obvious grammatical errors as well as how well the paper meets the “Grading Criteria” below. **Remember:** be positive and constructive **with your comments.** Here are a few good suggestions from **“How To Give a Good Critique”** By Melissa Donovan.  (http://www.writingforward.com/category/polished-writing/critiques-2 )

“Whatever you do or say during your critique, your feedback should be directed at the writing, not the writer. Don’t start your comments with the word “you” — ever. Always refer to the piece, the sentence, the paragraph, the character. You are judging the work, not the individual who produced it, and though compliments aimed at the writer might be well received, there’s a subtle but significant difference between pointing out flaws in the piece versus the person.”

“Eventually, you’ll have to tell the writer where the piece falls short. Do this with grace. Avoid using strong negative language. Don’t say things like ‘this is weak,’ ‘you’re using the wrong words,’ or ‘it’s boring.’ Instead, use positive language and phrase your comments as suggestions for improvement:
• This would be stronger if…; A better word choice would be…; This could be more compelling or exciting by…

Remember, you’re there to help, not to hurt. If someone appreciates your opinion enough to ask for it, then provide it in a manner that is conductive to learning, and supportive of the writer’s efforts to improve. Whenever possible, offer concrete suggestions.”

**General Grading Criteria:** See detailed rubric for more guidelines

| Understanding & Creativity | • How does the paper present the unique point of view of the student?  
|                           | • Is the paper engaging and interesting?  
|                           | • Are the ideas presented the result of real thought and investigation about the class materials?  

| Structure | • Is the thesis statement clearly and directly articulated in the 1st or 2nd paragraph?  
|           | • Is the paper structured to clearly support the main ideas?  
|           | • Is the use of quotes appropriate?  

| Evidence & Content | • Does the paper address the student’s specific research topic?  
|                   | • Does the paper examine the way the research topic relates to the content of the class?  
|                   | • Is the content original and appropriate in its use of source materials?  

| Grammar | • Is the paper free of major grammatical errors?  
|         | • Is the language professional and articulate?  
|         | • Does the paper include in-line references and a References Cited section?  

| Style | • Does the paper follow the style guide (font, spacing, etc)?  
|       | • Is the paper readable?  

| Peer-review | • Your review of another student's paper  
|             | • Your re-write of your paper  

**Powerpoint Guidelines**

1. Topics should have something to do with water resources or the books we have read and should be approved by the instructor before Spring Break. I will circulate a sign-up sheet at this time to help schedule the final presentations.

2. You will have 10 minutes to present your powerpoint. Depending upon your pacing, this translates to 10-20 slides.

3. **All presentations must be submitted as a Microsoft Powerpoint Document (preferred)** or Adobe PDF to the D2L dropbox before they are given.

4. I find that a clean white background is best. Avoid excessive amounts of text (use bullets). Try to find an interesting graphic, chart or image for each slide.

5. Like your papers, a presentation should present a point of view (your thesis) and support it with appropriate supporting evidence. However, I do expect that the presentations will be more descriptive and informational than the papers.

6. Part of your grade will be from your peers from your in-class presentation.